



FORT McMURRAY CATHOLIC SCHOOLS



2025-28

EDUCATION
PLAN

OUR SCHOOL DIVISION

Our Roots: Faith, Community, and Excellence in Fort McMurray

Welcome to Fort McMurray Catholic Schools, where faith-based education meets academic excellence in the heart of the Wood Buffalo region. As the trusted choice for publicly funded Catholic education in Fort McMurray, we believe every student is a cherished child of God. This core belief guides our commitment to nurturing individuals who not only achieve academically but also embody strong values and a spirit of service. We empower our students to make a meaningful difference in the world by fostering a relentless pursuit of knowledge, deep spiritual growth, and a strong sense of community service and engaged citizenship.

A Legacy of Learning and Growth

Since 1936, Fort McMurray Catholic Schools has been a cornerstone of education in our vibrant and expanding community. We proudly offer comprehensive programming from Early Childhood Services through Kindergarten to Grade 12. Fort McMurray itself is a dynamic city, enriched by people from all over who call this region home, and we embrace this diversity, weaving it into the fabric of our welcoming and inclusive learning environments. Our division operates across thirteen modern facilities, including ten elementary schools, two secondary schools, and a secondary outreach school. Each of our Catholic schools is thoughtfully designed, equipped with cutting-edge technology, and offers a variety of program choices to meet the diverse needs of our families. Underlying all of this is our dynamic staff, who are deeply dedicated to rich learning experiences for all students, continuously striving for improvement in all they do.

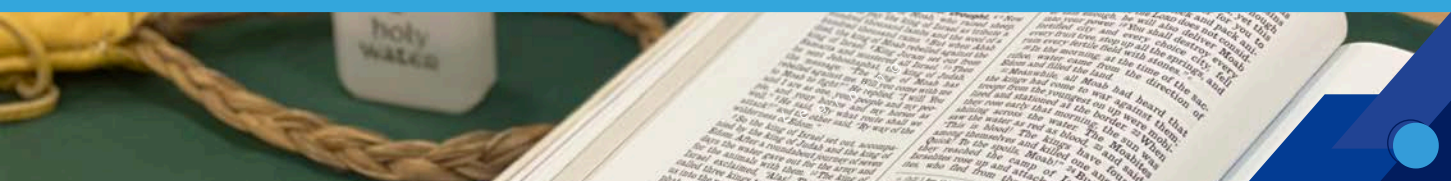
Enriching Programs for Every Student

Our commitment to holistic education means providing tailored learning experiences designed to challenge, inspire, and prepare students for success from early childhood services through high school. At the core, we deliver rich and engaging instruction of the Alberta Education curriculum, ensuring every student receives a strong academic foundation. Central to our mission is meaningful religious education and Catholic faith formation, guiding our students' spiritual growth and deepening their relationship with God.

Recognizing diverse needs and aspirations, students can choose between English and French Immersion programming. We prepare students for future careers through robust offerings like Career & Technology Foundations, the Registered Apprenticeship Program (RAP), work experience, and cooperative education, providing invaluable hands-on experience within the local business community. For students requiring specialized support, we offer Knowledge & Employability, Vocational Education, and Inclusive Living programs.

Beyond academics, we foster well-rounded individuals through dynamic athletics programs and vibrant visual and performing arts opportunities. Our students are also encouraged to be agents of change through initiatives focused on social justice and service, grounded in our faith commitment. We prioritize student well-being with comprehensive supports for student wellness, recognizing the importance of nurturing every aspect of a child's development.

Our Alberta Education approved programs are designed to be challenging, meaningful, and deeply rewarding. We are incredibly proud of our students' success, a major focus within our Catholic schools. Each year, countless graduates are recognized with significant academic, leadership, and citizenship awards, scholarships, and bursaries, a testament to their hard work and the nurturing environment we provide. Ultimately, at Fort McMurray Catholic Schools, we strive to illuminate each student's path, guiding them toward a faith-filled future rich with purpose and possibility.



A MESSAGE FROM THE BOARD

The Fort McMurray Roman Catholic Separate Board of Education is pleased to present our fixed-term 3-year plan (2025-2028). This plan outlines our commitment to exceptional education grounded in Catholic faith and Catholic social teaching. We continue to be steadfast in our commitment to Faith First, as reflected in our 4 Core Values, which focus on transparency, accountability, economic sustainability, and increased collaborative engagement with our students, families, and community.



Chairperson
Cathie Langmead

We are incredibly proud of our dedicated staff members and community partners who share our vision and commitment to providing exceptional teaching, innovative learning, and commitment to faith. Through this steadfast determination our students continue to thrive as positive contributors to their community while developing skills to be Learners for Life.

In developing this 3-year plan alongside our schools and their school communities, we endeavour to maximize opportunities for well-rounded student success. Through a holistic approach, we ensure Future-ready Students by way of academics and Wellness Matters which encompasses spiritual and physical wellness. This plan serves as a solid functional guide for the operation of our division, ensuring rich learning experiences for all.



ACCOUNTABILITY STATEMENT

The Education Plan for Fort McMurray Catholic Schools, commencing August 25, 2025, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2025-28 Division Education Plan on June 9, 2025. The original copy is signed by Chairperson Langmead and Superintendent MacArthur-Poole and stored at the division's head office.

FORT MCMURRAY CATHOLIC BOARD OF EDUCATION

Cathie Langmead, Chairperson

Anthony Hoffman, Vice Chairperson

Timothy Byron, Trustee

Paula Galenzoski, Trustee

Kelsey Janvier, Trustee

A MESSAGE FROM THE SUPERINTENDENT

The creation of our Division Education Plan is the result of many months of multi-faceted stakeholder engagement, data collection and analysis, and thoughtful decision-making. We are proud to present a document that introduces our new Faith Theme, along with our educational goals for the next three years.



Superintendent
Natasha MacArthur-Poole

With open minds, open hearts, and open arms, FMCS D students will be immersed in opportunities to learn about the Saints throughout the three years of our new Faith Theme. As a school division, we continue to prioritize wellness for both staff and students, recognizing its profound impact on all aspects of learning and community life. Supporting students' journeys beyond high school is an emerging focus for Fort McMurray Catholic Schools, as we respond to the growing need for future career readiness. We remain committed to meeting the diverse learning needs of our students through equitable practices and to supporting our staff through ongoing professional development. The division also reaffirms its commitment to Truth and Reconciliation by embedding Indigenous knowledge and fostering authentic community partnerships. Our equity initiatives ensure that all students—regardless of background—are supported, valued, and empowered through inclusive education rooted in Catholic Social Teachings.

We are excited about the opportunities the next three years will bring and are deeply grateful for the continued support of our staff and families as we move our division forward.



OUR SCHOOLS



École St. Paul School

ECS - Grade 6, English & French Immersion
429 Ross Haven Drive
Fort McMurray, Alberta
T9H 2P3

Principal: Katherine Campbell



Father Beauregard School

ECS - Grade 6, English
255 Athabasca Avenue
Fort McMurray, Alberta
T9J 1G7

Principal: Jeff Power



Our Lady of the Rivers School

ECS - Grade 6, English
8553 Franklin Avenue
Fort McMurray, Alberta
T9H 2J5

Principal: Jennifer Fricker-MacDougall



St. Anne School

ECS - Grade 6, English
101 Brett Drive
Fort McMurray, Alberta
T9K 2J4

Principal: Rachel Lambert



St. Kateri School

ECS - Grade 6, English
301 Sparrow Hawk Drive
Fort McMurray, Alberta
T9K 0P1

Principal: James Park



Father Patrick Mercredi High School

Grade 7-12, English
455 Silin Forest Road
Fort McMurray, Alberta
T9H 4V6

Principal: Jason Campbell



Immaculate Heart of Mary High School

Grade 10-12, English
585 Signal Road
Fort McMurray, Alberta
T9H 4V3

Principal: Kacey De Pape



Elsie Yanik Catholic School

ECS - Grade 6, English
331 Callen Drive
Fort McMurray, Alberta
T9K 0X8

Principal: Julie North



Good Shepherd School

ECS - Grade 6, English
211 Beacon Hill Drive
Fort McMurray, Alberta
T9H 2R1

Principal: Joanne Langevin



Sister Mary Phillips School

ECS - Grade 6, English
117 Dickins Drive
Fort McMurray, Alberta
T9K 1M3

Principal: Tracy Brown-Warr



St. Gabriel School

ECS - Grade 6, English
585 Signal Road
Fort McMurray, Alberta
T9H 4V3

Principal: Kacey De Pape



St. Martha School

ECS - Grade 6, English
102 Parsons Creek Drive
Fort McMurray, Alberta
T9K 0B3

Principal: Daron Van Lingen



Holy Trinity Catholic High School

Grade 7-12, English & French Immersion
230 Powder Drive
Fort McMurray, Alberta
T9K 0W8

Principal: Lou Ann Demers-Noble

EDUCATION PLAN DEVELOPMENT

The design of the 2025-28 Education Plan represents a rigorous and highly collaborative process, rooted in comprehensive data analysis and extensive stakeholder engagement. Our initial undertaking involved a careful evaluation of the preceding 2022-2025 Education Plan, identifying those initiatives that demonstrated significant impact and effectiveness, thereby meriting continuation and further refinement within the new framework.

A cornerstone of this development was the comprehensive analysis of three years of internal stakeholder data, encompassing perspectives from parents/guardians, teachers, support staff, students, and school leaders. This detailed review allowed us to discern emergent needs, identify critical areas for growth, and establish foundational priority areas. To enrich our understanding, student voice was directly incorporated through targeted focus groups conducted across grades 4 through 12. Concurrently, data from Alberta Education Assurance survey (AEA) and a broad spectrum of student learning data—including literacy and numeracy screeners, provincial achievement tests, diploma examinations, and other relevant assessments—were rigorously considered to inform our strategic direction.

Throughout this process, ongoing engagement sessions with school leaders, School Councils, and other key stakeholders were instrumental. These sessions facilitated in-depth scrutiny of all collected data, fostered a shared understanding of complexities, and were crucial for the collaborative development of our strategic outcomes and corresponding strategies. The draft plan underwent a circulation process, inviting critical feedback and necessitating further refinements to ensure its alignment with the division's aspirations and operational realities. This final document is, therefore, the direct outcome of this extensive and inclusive body of work, crafted to reflect the paramount growth areas and priorities within our school jurisdiction for the forthcoming three-year cycle, ultimately ensuring enhanced educational experiences and outcomes for all learners.

OUR COMMITMENT TO TRUTH & RECONCILIATION

Our school division is privileged to serve and learn within the traditional territories of Treaty 8 and the homeland of the Métis. This land has been, and continues to be, a vibrant place of deep culture and tradition for the Cree, Dene, and Métis people, extending back millennia. We are committed to fostering authentic and reciprocal relationships with local Indigenous communities and Elders, enhancing connections and understanding within our school communities.

We are unwavering in our dedication to achieving positive educational outcomes for First Nations, Métis, and Inuit students. This is rooted in our understanding of their rich histories, profound cultures, and invaluable contributions. We believe that by fostering an inclusive and understanding environment, and by working collaboratively with Indigenous communities, we can ensure every student thrives and reaches their full potential. This shared journey empowers all learners and staff to embrace the spirit of Truth and Reconciliation, creating a stronger community together.



2025-28 FAITH THEME

Live Like a Saint

with minds open to learn, hearts open to love, and hands open to serve.

Saints are holy men and women who have lived lives of exemplary faith, virtue, and service, offering a powerful witness to God's love in the world. Throughout history, saints have come from all walks of life. Some were quiet and gentle; others were bold and courageous. What they all shared was a desire to live according to God's will. Through their example, we see how God's love can flourish in the lives of ordinary people.

The saints show us how to trust God, even when life feels uncertain. They show us how to persevere when things are difficult, and how to discover and use our unique gifts to do good in the world. To live like a saint doesn't mean being perfect; it means trying to become the person God made us to be. In our Catholic tradition, we honour the saints through veneration—showing deep respect for their holy lives and asking for their prayers. We believe that the saints are close to God and can pray for us, just as we pray for one another. When we pray to the saints, we ask them to help us follow Jesus more faithfully and to support us on our journey of faith.

By exploring the lives of saints over the next three years, we hope to answer the questions: How can we learn like the saints learned? How can we love like the saints loved? How can we serve like the saints served?



YEAR 1 *With Minds Open to Learn*

In the first year, our focus is learning; looking to the saints as models of wisdom, curiosity, humility, and trust. Catholic schools strive for the development of the whole person; mind, body, and spirit, and the saints remind us that learning is a lifelong journey. We learn to be curious like Bl. Carlos Acutis, to persevere like St. Josephine, to have integrity like St. Joseph, and try our best like St. André Besset. We look to those who trusted that learning was not only about gaining knowledge but about discovering how to live faithfully and wisely.



YEAR 2 *With Hearts Open to Love*

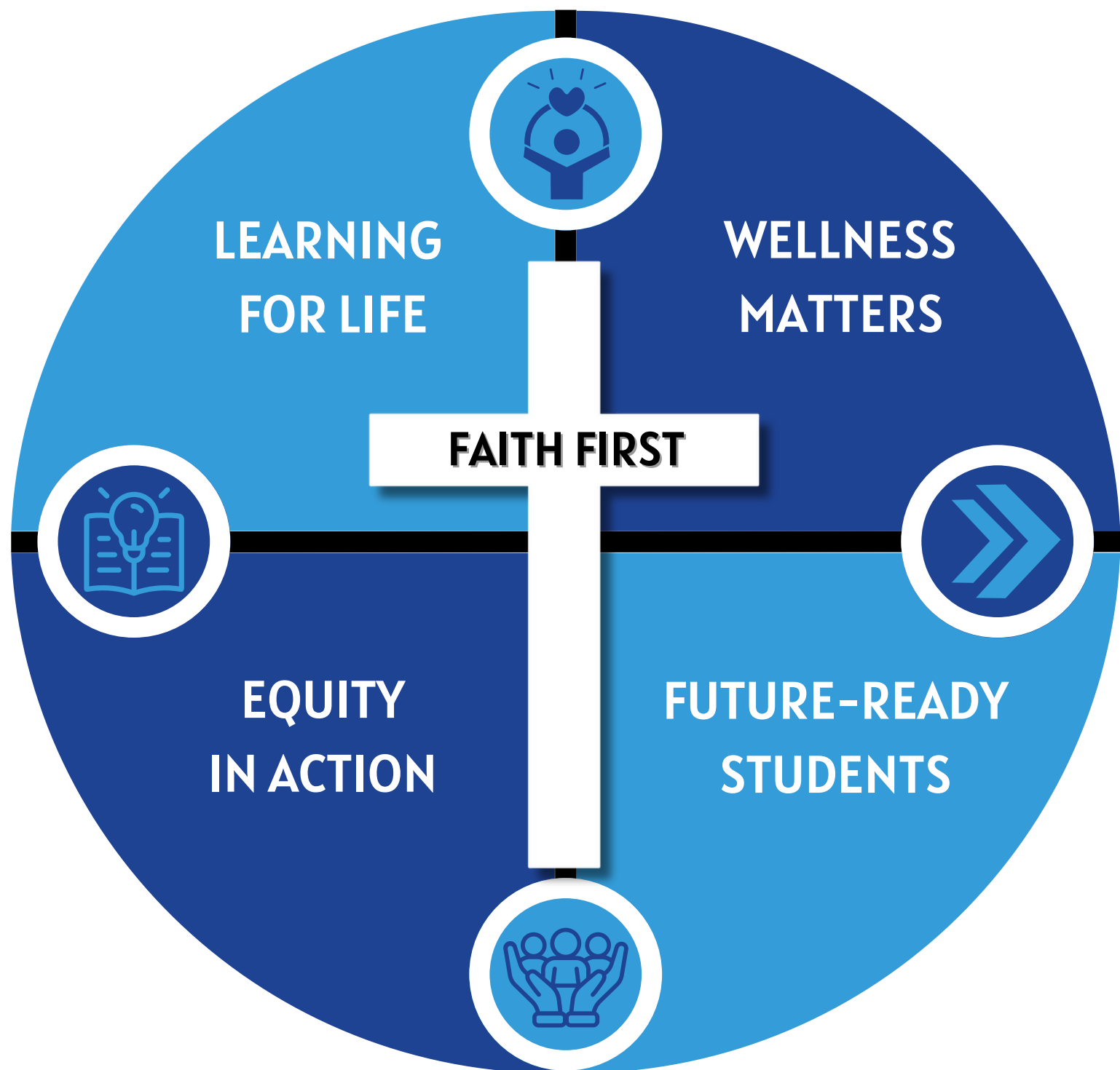
In the second year we learn from the saints who teach us about compassion, kindness, and self-gift. Our focus is hearts open to love, embracing the call to recognize the dignity of every person. We love like the saints when we take the love that we receive from God and show that love to others. Through the lives of saints like St. John Paul II, St. Faustina, and St. Philip Neri, we discover the characteristics of a loving heart; one that shows mercy, seeks reconciliation, upholds dignity, and radiates joy.



YEAR 3 *With Hands Open to Serve*

The two years spent focused on our heads and hearts animates and inspires our hands into service. In our third year, we put our faith into action by sharing our gifts and talents to build up our community. Saints like St. Teresa of Calcutta, St. Vincent de Paul, and St. Kateri show us what it means to live a life of purposeful service, rooted in love. The saints show us that when our hands are open to serve, we become instruments of God's love in the world; caring for our school and parish communities, reaching out to those in need, and protecting the beauty of God's creation.

2025-28 STRATEGIC PRIORITIES



STRATEGIC PRIORITIES OVERVIEW

Faith First

At the heart of the educational journey at Fort McMurray Catholic Schools lies a profound conviction: that every individual is a cherished creation, abundant with purpose and possibility. This guiding principle ignites a commitment to fostering minds eager for wisdom, spirits open to compassion, and hands ready for meaningful contribution. As our school division embarks on this renewed strategic path, it reaffirms our sacred trust to nurture a vibrant community where spiritual growth and academic pursuit intertwine, bringing forth a future rich with integrity and inspired action. Our school division's identity has long been defined by its roots in Faith, Community, and Excellence. This deep historical grounding, coupled with the core belief that every student is a cherished child of God, shapes the overall narrative of this Education Plan. It transforms this strategic document into an inspiring declaration of core values, framing the plan as a commitment to bringing the truths of the school's mission into sharper contemporary focus, making it both deeply familiar and freshly inspiring for the community it serves.

Wellness Matters

At the heart of our school division's success is a fundamental commitment to the holistic well-being of every individual within our learning community. We firmly believe that when our students, staff, and leaders are all empowered to be healthy, resilient, and engaged, we cultivate an environment where everyone can truly thrive. Prioritizing wellness is an essential investment in the sustained well-being and excellence of our entire division, ensuring optimal conditions for both personal growth and exceptional learning experiences for all.

Future-ready Students

In our rapidly evolving world, preparing students for what lies ahead means far more than just academic achievement. It means cultivating future-ready individuals who possess not only the knowledge and skills for diverse pathways but also the strong ethical compass needed to navigate complex challenges and contribute positively to society. Our commitment is to empower every student to become a responsible, compassionate, and engaged citizen, equipped with the competencies to thrive in their future careers, pursue lifelong learning, and make a meaningful difference in the world.

Learning for Life

Education ignites a lifelong spark of curiosity, empowering individuals to navigate an ever-changing world while fostering a deep understanding of our shared human story. In our school division, Learning for Life signifies our commitment to equipping students with the essential tools to excel not just in academics, but in all facets of their life journey. It's about building strong foundations in literacy and numeracy, cultivating sharp minds that can think critically and solve complex problems, and fostering hearts and minds open to the interwoven histories that shape our present and guide us toward a reconciled future. This theme is the bedrock upon which our students will build lives of purpose, innovation, and compassionate engagement.

Equity in Action

In our school division, we believe that every student, regardless of their background, identity, or learning journey, deserves an environment where they can not only succeed academically but also feel a profound sense of belonging. Equity in Action is the cornerstone of this belief, guiding us to foster a truly inclusive community. This theme is about actively creating pathways to success for every student, recognizing that diverse perspectives and experiences enrich us all. By championing tailored supports and celebrating the unique lived experiences within our community, we unlock the full potential within each student and strengthen our entire educational landscape.

THEME 1: FAITH FIRST

OUTCOME A

Students and staff will experience a Catholic faith formation by opening their minds to learning, their hearts to love, and their hands to service, reflecting the path of the Saints.

- 1. Explore the lives and teachings of the Saints as exemplars of individuals who embraced lifelong learning and curiosity, inspiring students and staff to approach knowledge with open minds.
- 2. Enhance system capacity to integrate faith-based perspectives into curriculum areas, fostering a learning environment where faith informs understanding of the world and human experience.
- 3. Explore the living Catholic faith, including its Social Teachings, by examining their evolution and application to modern issues, fostering relevance and inspiring just, compassionate action.

STRATEGIES

OUTCOME B

Schools, families, and parishes collaborate to nurture vibrant, faith-filled learning communities.

- 1. Enhance regular and meaningful connections between the parish and schools to provide pastoral support and opportunities for staff and students to connect with clergy.
- 2. Establish faith leadership teams to champion faith initiatives, foster spiritual growth and strengthen the division's Catholic identity in partnership with the parish.
- 3. Foster collaboration between schools, families and parishes in the sacramental journey to support and celebrate students receiving sacraments.
- 4. Develop and implement welcoming programs for new families transitioning into the school and parish communities to foster a sense of belonging with the broader Catholic community.

STRATEGIES



THEME 2: WELLNESS MATTERS

OUTCOME A

Leaders, teachers, and support staff will foster a thriving professional environment that champions staff wellness and supports optimal conditions for student learning.

- 1. Design and implement a division-wide guiding wellness framework to ensure integrated and sustained support.
- 2. Cultivate a supportive professional environment that actively recognizes contributions and strengthens social connections.
- 3. Prioritize staff development initiatives that foster continuous growth and build capacity to meet the demands of current and future challenges.
- 4. Seek efficiencies and integrate innovative supports, including technological solutions, to help manage workload demands and promote sustainable practices.

STRATEGIES

OUTCOME B

Students achieve physical, mental, and spiritual wellness through a culture of kindness, connection, and personal growth.

- 1. Integrate a continuum of supports to proactively address the physical, mental, and spiritual well-being of all students.
- 2. Integrate evidence-based programs to explicitly teach and support the development of students' executive functioning skills.
- 3. Promote and enhance physical wellness through comprehensive health initiatives that include accessible opportunities for physical activity, healthy lifestyles and partnerships that support student well-being.
- 4. Enhance collaboration with families and relevant community services to expand access to resources that address the overall well-being of students with diverse learning needs.
- 5. Prioritize comprehensive transition plans that address academic, social and emotional needs, ensuring that students and families feel prepared, connected and supported in new school environments.

STRATEGIES



THEME 3: FUTURE-READY STUDENTS

OUTCOME A

Students will be ethical citizens, embodying integrity, respect, and social responsibility.

- 1. Emphasize discipline as a faith-based learning process focused on developing self-control and making choices that honour Jesus, guided by the division's *Call to Responsibility* document.
- 2. Utilize restorative principles and practices to address conflict and behavioral issues, focusing on repairing harm, fostering a sense of safety, and building understanding within the school community.
- 3. Engage students in meaningful service, connecting their actions to Catholic Social Teachings, discipleship, and ethical citizenship.
- 4. Cultivate responsible and ethical digital citizenship across the division to foster integrity and respect in students' online actions.
- 5. Enhance partnerships with parents/guardians through collaborative initiatives and shared learning opportunities that support the development of students' ethical citizenship.
- 6. Strengthen student empathy and compassion in peer interactions through intentional educational experiences in supportive learning environments.

STRATEGIES

OUTCOME B

Students will gain competencies for successful school transitions and readiness for future career pathways.

- 1. Expand programs and partnerships that provide students with hands-on work experience in relevant industries, allowing them to develop skills and build professional networks.
- 2. Enhance the use of online platforms and tools that assist students in researching and preparing for post-secondary opportunities and career pathways.
- 3. Track the post-graduation pathways of students, including enrolment in post-secondary education and entry into the workforce, to evaluate the effectiveness of career readiness initiatives.
- 4. Increase communication and collaboration between all stakeholders to ensure a smooth academic and social transition for students at key stages of their educational journey.
- 5. Guided by Alberta Education's CTF and CTS programs, introduce career exploration activities, progressing from broad awareness in elementary school to more in-depth investigation and planning in middle and high school.
- 6. Work with post-secondary partners to increase the variety of dual credit courses offered locally, particularly in high-demand fields.

STRATEGIES

THEME 4: LEARNING FOR LIFE

OUTCOME A

Students will cultivate personal excellence in literacy and numeracy, becoming empowered and engaged lifelong learners.

- 1. Design and implement clear, comprehensive literacy and numeracy guiding frameworks across the division.
- 2. Promote and support high-quality, evidence-based instructional practices in literacy and numeracy.
- 3. Strengthen the integration of timely and effective targeted instruction in literacy and numeracy for all students needing additional support.
- 4. Offer targeted and relevant professional learning opportunities that enhance instructional practices in literacy and numeracy.
- 5. Foster a collective understanding and commitment that every educator is responsible for supporting student literacy and numeracy growth across all subjects and disciplines.
- 6. Build teacher capacity to interpret and apply data and progress monitoring, ensuring it actively informs daily classroom decisions and supports student learning.
- 7. Empower instructional leaders who can guide and support effective literacy and numeracy practices.

STRATEGIES

OUTCOME B

Students will become critical thinkers and ethical problem-solvers, equipped to take informed and meaningful action in a complex world.

- 1. Enhance instruction and assessment practices that challenge students to analyze, evaluate, synthesize information, and apply knowledge in novel and complex ways.
- 2. Foster engaging, hands-on, and experiential learning opportunities that challenge students to think critically and solve complex problems.
- 3. Design and implement a comprehensive guiding assessment framework to define standards and guide practices that foster and measure progressive levels of curricular understanding.
- 4. Expand the use of high-quality, curricular-aligned instructional resources that provide clear pathways and scaffolding to support students' progression from foundational understanding to deep thinking and complex problem-solving.
- 5. Develop and implement a framework on the ethical and effective use of artificial intelligence (AI), facilitating the thoughtful exploration and integration of AI to support students' critical thinking, problem-solving, and informed engagement.

STRATEGIES

OUTCOME C

Students and staff will gain a deeper understanding of the interwoven histories of Indigenous and non-Indigenous peoples, inspiring a commitment to Truth and Reconciliation.

- 1. Expand professional learning opportunities focused on Indigenous histories, perspectives, and Truth and Reconciliation for all staff.
- 2. Foster authentic and reciprocal partnerships with local Indigenous communities and Elders.
- 3. Strengthen the support of Indigenous liaison roles to enhance connections and understanding within the school community.
- 4. Cultivate capacity for the holistic application of Indigenous knowledge and worldviews across all subject areas and grade levels.
- 5. Advance reconciliation by embedding the education-related Calls to Action from the Truth and Reconciliation Commission through culturally responsive practice and pursuing equitable outcomes.

STRATEGIES



THEME 5: EQUITY IN ACTION

OUTCOME A

Students will achieve academic success through tailored supports and services that maximize learning for all.

- 1. Support the practical application and effectiveness of ISP, ISSP, and IPP documents.
- 2. Expand the capacity of teachers to differentiate instruction and implement universal learning principles to enhance accessible and engaging learning environments.
- 3. Explore and integrate appropriate technology tools and artificial intelligence applications to provide responsive learning experiences, enhance accessibility, and facilitate academic growth for students.
- 4. Monitor resource allocation models to ensure equitable distribution of funding, personnel, and support services to meet the needs of students requiring tailored support across the jurisdiction.
- 5. Prioritize the development of students' regulation skills and positive behaviors necessary for focused engagement and improved academic achievement in the learning environment.

STRATEGIES

OUTCOME B

Students will participate in an inclusive school environment where their faiths, cultures, backgrounds, identities, and experiences are valued and enrich the school community.

- 1. Ground the jurisdiction's commitment to inclusion and equity in the principles of Catholic Social Teachings, recognizing the inherent dignity of every person and our call to build a just and caring community where all belong.
- 2. Foster a more connected and inclusive school community by prioritizing the development of self-awareness, celebrating the richness of diverse lived experiences.
- 3. Expand the degree to which all students can see themselves, their histories, and their contemporary lives reflected in educational experiences, learning resources, and school activities.
- 4. Build upon existing efforts to enhance cultural and diversity programs and events that celebrate the unique backgrounds within our community and foster meaningful cross-cultural connections.

STRATEGIES



IMPLEMENTATION STRATEGY

Our Education Plan's success hinges on a dynamic and integrated approach to implementation, grounded in the ongoing evaluation of student learning data. This evaluation encompasses a range of assessments, including system-wide literacy and numeracy screeners, Provincial Achievement Tests and Diploma Exams, along with continuous classroom-based assessments. The data gathered from these sources is analyzed by classroom teachers, school leadership teams and division office leaders through regular informal and formal review cycles. This analysis not only identifies student learning trends and potential gaps but also directly informs the development of targeted interventions, guides instructional decisions, and ensures the effectiveness of our educational programs. The insights from this data will serve as a foundational element for all subsequent decision-making processes.

Ongoing engagement with stakeholders is integral to our implementation strategy. We are committed to fostering shared understanding, building trust, and co-creating solutions with our community. This commitment is realized through various channels, including annual internal Education Plan surveys to all stakeholder groups, comprehensive discussions around Alberta Education Assurance survey results, and annual targeted student focus groups to gather direct input on the educational experiences of our most important stakeholders. Furthermore, structured teacher and leader engagement sessions facilitate collaborative problem-solving, promote the sharing of best practices, and identify key considerations that inform further policy development, program adjustments, and emergent strategic initiatives. As well, consultations with our parish leaders continue to strengthen shared values and explore collaborative faith-based initiatives, which are at the heart of our work as Catholic school jurisdiction.

To empower our educators, we provide a comprehensive professional learning framework guided by the priorities set forth in this Education Plan. This framework is designed to offer differentiated professional development pathways, accounting for teacher-identified areas of growth, key priority areas specific to individual schools, and wider division goals. Professional learning is delivered through a variety of modalities, including teacher-led professional learning communities, division-led professional development cohorts, school-based professional learning events, and ongoing embedded mentorship. Crucially, all professional learning initiatives are data-informed, directly addressing needs identified through analysis of evidence of student learning. The effectiveness of this framework will be continually assessed through engagement with educators and measurable improvements in student achievement.

Finally, resource allocation is aligned with the priorities outlined in this plan, ensuring transparency, accountability, and maximum impact. This includes not only financial resources but also the strategic deployment of human resources, technological infrastructure, and essential learning materials. Allocation decisions are guided by principles of equity, demonstrated impact, and direct alignment with our strategic outcomes, with a clear focus on evidence-based practices. Regular reviews and reporting mechanisms ensure that resources are utilized efficiently and effectively to achieve our objectives, while also allowing for adaptive responses to emergent needs within the overarching strategic framework.



BUDGET & CAPITAL PLAN

2025-26 Budget

The Fort McMurray Catholic School Division 2025-26 Budget can be found [here](#).

2025-28 Capital Plan

The Fort McMurray Catholic School Division three-year Capital Plan can be found [here](#).





FORT McMURRAY
CATHOLIC SCHOOLS